



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2018

Marking Scheme

History

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2018

MARKING SCHEME

HISTORY

HIGHER LEVEL

JUNIOR CERTIFICATE EXAMINATIONS, 2018

HISTORY - HIGHER LEVEL

MARKING PROCEDURES

1. The procedure for marking will consist of:

Careful reading and analysis of all the answers.

Allocation of marks to the components according to the agreed scheme.

Addition of the marks with attention to:

- (i) maximum per section;
- (ii) maximum per question.

2. **Components**

Facts

- (i) Identification of visually presented data;
- (ii) Stating facts.

Significant Relevant Statement (SRS)

- (i) A major fact, aspect or phase of the topic;
- (ii) An explanation of a term or concept relevant to the topic;
- (iii) A valid interpretation, comment, opinion, judgment relevant to the topic;
- (iv) 2/3 tentative statements of fact, etc;
- (v) An important cause / effect;
- (vi) A pertinent relevant map / illustration (a map or illustration may merit more than one SRS);
- (vii) Valid introductory material.

3. **Marking**

- (a) Answers are awarded:
 - (i) a Cumulative Mark (CM);
 - (ii) an Overall Mark (OM).

- (b) **The Cumulative Mark (CM)**

Starting from the beginning of the answer, tick clearly thus (✓) each fact or SRS. Award the mark/s agreed on the marking scheme to each fact or SRS.

- (c) **The Overall Mark (OM)**
In making a judgment on OM, the examiner must consider the quality of the answer in the light of the set question.

The total awarded for CM and OM must be shown separately

e.g. $5+2 = <7$

- (d) Total the marks awarded to each part of the question in the right-hand margin thus: four marks to be shown as <4. Then proceed to mark the remainder. Put the grand total for the question, for example (30), on the left-hand margin near the question number.
- (e) Read all the answers even excess, repeated or cancelled. The answer gaining most marks is accepted, within the rubrics of the examination paper.

NB 'Etc.' is used in the Marking Scheme to indicate that other answers may be acceptable; in all other cases, only the answer given in the scheme or 'words to that effect' may be awarded marks.

JUNIOR CERTIFICATE HISTORY
Higher Level 2018 Marking Scheme

1. **PICTURES** (15 marks)

(a) Picture A: *Drombeg Fulacht Fiadh*

(i) Cooking site/ A method of cooking/ Brewing 1M

(ii) The stones would be heated inside a fire and then put in the water of the fulacht fiadh to raise the temperature enough for slow cooking of meat/ To ensure the water remained in the trough
ONE valid explanation. 2M

(iii) Earthen ringfort (or lios/ rath)/ Stone ringfort (or cashel/caher/ dun)
Crannóg/ Hill-fort/ Promontory fort.
Any **TWO** types of dwelling place. 1 + 1 = 2M

(b) Picture B: *A ship from da Gama's voyage to India, 1498*

(i) Caravel 1M

(ii) Lateen sails/ Clinker-built/ Shallow keel/ Rudder/ Forecastle (fo'c'sle).
TWO features of the caravel 1 + 1 = 2M

(iii) Compass/ Astrolabe/ Quadrant/ Log and line/ Hourglass/ Chart , etc.
Any **TWO** navigation instruments 1 + 1 = 2M

(c) Picture C: *Poster for 1932 Irish general election*

(i) To ensure (the foundations of) peace and prosperity/ A vote for Fianna Fáil would prop up a rotten cause 1M

(ii) Because theirs is a rotten cause/ Because the house that Dev built is unsound/ Fianna Fáil has committed perjury/ Blamed for Civil War/
Some explanation of "Empty Formula" 2M

(iii) WT Cosgrave 2M

2. **DOCUMENTS** (15 marks)

(a) ***Extract from Gerard Keegan's Famine Diary 1847***

- (i) (Over) five hundred 1M
- (ii) (Three days' rations of) sea biscuits 1M
- (iii) No place for half of the passengers to bed down for the night/ Those passengers tried to rest on (bundles and chests) on floor of steerage/ The holds are dark and cavernous/ Holds are fitted with narrow moveable bunks/ No lights/ no portholes/ and no ventilation
Any **TWO** examples of conditions aboard 1 + 1 = 2M
- (iv) The legal allowance of passenger space is thirty-three inches in width but on board the Naparima it is only half of that 2M
- (v) **ONE** valid advantage of diaries as a historical source = 1M
ONE valid disadvantage of diaries as a historical source = 1M
1 + 1 = 2M

(b) ***Interview with Giles Peress who took photographs on Bloody Sunday, Derry, January 1972***

- (i) The Creggan (Estate) 1M
- (ii) Water cannon 1M
- (iii) He gave him (Barney McGuigan) or started to give him the Last Rites 1M
- (iv) He was taking photographs because that was his job as a photo-journalist (1M) and he was crying because he was overcome with emotion at what he had seen (1M) 1 + 1 = 2M
- (v) (As an outsider) his photographs were seen as independent and valuable to any historian or later enquiry.
"Primary source" alone = 1M 2M

3. **SHORT-ANSWER QUESTIONS** (20 marks)

Credit the best **ten** answers below. Each question is worth a max. of 2 marks.

- (i) The period before written records/ history 2M
- (ii) To cross-check the evidence/ To test the reliability of the material/ To avoid bias
ONE valid reason. 2M
- (iii) A priest/ Responsible for all religious rituals/ Soothsayer/ Seer/ Philosopher/ Doctor, etc. 2M
- (iv) Cows were the most valuable commodity in Celtic times/ A form of currency/ A measure of status/ A measure of wealth. (**For food = 1m only**). 2M
- (v) Page/ Squire/ Dubbing.
TWO valid stages in training 1 + 1 =2M
- (vi) Note “functions”. To set standards/ To regulate business/ To set tests for tradesmen/ To look after old or sick tradesmen, etc.
TWO valid functions of a guild 1 + 1 =2M
- (vii) Castles/ New towns/ New surnames/ Intermarriage with Irish/ Feudal system/ New methods of warfare/ Dioceses and parishes/ Introduced English or French language, etc.
TWO valid effects of the Normans on Ireland 1 + 1 =2M
- (viii) Wealthy people were willing to sponsor artists/ Roman ruins served as an inspiration/ After the Fall of Constantinople in 1453, many scholars fled to Italy with their Greek and Roman manuscripts, etc.
TWO valid reasons. 1 + 1 =2M
- (ix) To gain control of the spice trade/ To gain wealth/ To expand their empires/ To spread Christianity/ To find a sea route to the Spice Islands, etc.
TWO valid reasons. 1 + 1 =2M
- (x) Incas. 2M

- (xi) Change in marriage age/ Improvements in healthcare/ An increase in births/
Economic prosperity/ Introduction of vaccines/ Better diet, etc.
TWO valid reasons for British population increase 1 + 1 = 2M
- (xii) Enclosure movement/ 4-field crop rotation system/ Selective breeding/ Seed
drill/ Horse-hoe/ Mechanical reaper/ End of commonage/ Veterinary colleges
set up.
TWO improvements. 1 + 1 = 2M
- (xiii) Countess Markievicz/ Kathleen Clarke/ Hanna Sheehy Skeffington/ Kathleen
Lynn/ Molly Childers/ Margaret Skinnider/ Min Ryan/ Rosie Hackett/ Helena
Molony/ Nellie Gifford/ Elizabeth O'Farrell/ Mary Spring Rice/ Rose
McNamara, etc
Any **ONE** woman who was prominent in 1916 Rising 2M
- (xiv) It set up a separate Northern Ireland/ It paved the way for partition. 2M
- (xv) Author of the First Programme for Economic Expansion/ He drew up a plan
that made Ireland more prosperous/ Lemass used his ideas to modernise
Ireland, etc. 2M
- (xvi) The United States was not a member / It had no army to enforce its decisions /
Germany was not allowed to join it until 1926 / The Soviet Union did not
become a member until 1934 / The more powerful countries ignored it
whenever it suited them to do so, etc.
ONE weakness explained 2M
- (xvii) (Benito) Mussolini 2M
- (xviii) Anti-Jewish racial laws/ Marriage between Germans and Jews was forbidden/
Jews were deprived of their German citizenship/ Jews were forced to wear the
Star of David (as a symbol of their identity).
ONE valid definition 2M
- (xix) Czechoslovakia 2M
- (xx) Farm incomes increased on joining the EEC / More farmers acquired modern
farm machinery / More farmers got cars and so had increased mobility / Rapid
decline in the numbers of very small farms / Large harvesting tractors have
become more and more prominent / Decline in numbers working on the land/
Rural Environmental Protection schemes/ C.A.P./ Rural electrification, etc.
1 + 1 = 2M

4. PEOPLE IN HISTORY (40 marks)

Answer **ONE** from A and **ONE** from B.

Mark on the SRS (Significant Relevant Statement) principle.

Each SRS = 2 Marks. [An incomplete SRS may be awarded 1 Mark – but **only at the end of an account.**]

Marks: CM Max = 16 [Content Guide: 2M x 8 = 16] **OM Max = 4**

Use the following scale when awarding OM:

VERY GOOD = 4M; GOOD = 3M; FAIR = 2M; POOR = 1M

A very good answer gets 4 OM – it does not have to be excellent.

Award 1 OM for correctly identifying the topic.

If an answer is not from the perspective of the particular person, award a max. of 1 OM. However, this does not mean that the answer must be written in the first person.

Section A

Candidates do A (i) or A (ii) or A (iii)

A (i) **An archaeologist at work.**

All aspects of the archaeologist's work are valid, e.g., choosing the site, planning stage, on-site work, dating artefacts, final report, etc.

One method of dating objects, mentioned and explained = 1SRS.

Two methods of dating objects merely named = 1SRS.

Choosing site = 2SRS max; Methods of dating = 2SRS max;

Tools + explanations = 2SRS max;

A list of tools used with no explanation = 1SRS.

A (ii) **A noblewoman in a medieval castle.**

Name of a castle feature + description/function = 1 SRS.

Mere list of castle features without descriptions/functions: 2 features = 1 SRS.

Castle only = 10 + 1 max.

A (iii) **A named religious reformer during the Reformation.**

A specific reformer (eg: Luther, Calvin, Henry VIII) must be named or implied, but no marks are awarded for the reformer's name.

If the name of the reformer is not mentioned, or is incorrect, but the material relates to a specific reformer, max. OM = 3.

In the case of Luther, treat all material up to and including his ordination as 'background', ie, 1 SRS max.

In the case of Calvin, treat all material up to and including his conversion to Luther's teaching as 'background', ie, 1 SRS max.

'Abuses' stated or explained, = 1 SRS max.

A belief/teaching explained = 1 SRS.

A belief coupled with the relevant Catholic teaching = 1 SRS.

2 merely stated beliefs/teachings = 1 SRS.

Teachings/beliefs = 3 SRSs max

Section B

Candidates do B (i) or B (ii) or B (iii)

B (i) An Ulster unionist who opposed Home Rule in the early twentieth century.

Events/ issues leading up to the Government of Ireland Act, 1920, are valid.

Reasons for opposition to Home Rule merely stated, = 1SRS max.

Reason for opposition to Home Rule named and explained = 1 SRS.

A valid account may end with the outbreak of World War One, 1914.

B (ii) A member of the Nazi party explaining how Hitler came to power.

Events/issues leading up to August 1934 when Hitler became Führer are valid.

Treat all material up to and including Hitler's involvement in World War I as "background", i.e., 1 SRS max.

A mere list of Hitler's beliefs = 1 SRS max.

Hitler's beliefs, named and explained = 1 SRS.

Beliefs = 3 SRS max

B (iii) An old woman describing changes in the role of women since 1945.

Answers must pertain to the period **after** 1945.

All aspects of the changes in the role of women are valid, e.g., access to free second level education, Employment Equality legislation, the right to serve on a jury divorce legalised, increased role in politics, access to contraception, etc

Each aspect of the changes in a woman's lifestyle since 1945, e.g., home, clothing, leisure, transport, communications, etc. = 1 SRS max.

Effects of the changes are valid.

Mark the CHANGES- stated or implied.

5. Revolutionary movements (30 marks)

A. Sources D and E - America

- A (i) No. He said, "I have used every endeavor in my power to avoid it [army leadership]", etc. 2M
- A (ii) Because George III was King of England, enemy of the American revolution/
The statue was made of lead and they could use it for bullets. 2M
- A (iii) He enforced strict rules for sanitation and camp layout/ He kept strict records for supplies and soldiers/ He trained an Honor Guard who in turn trained others/ He gave proper drill for bayonet charges/ He compiled the 'Blue Book' for men's order and discipline, etc 2M
- A (iv) They had failed to defeat or capture Washington early in the War/ British parliament was divided about pursuing the war/ France came into the war as allies of the Americans/ Americans had a better knowledge of their terrain than the British had/ British supply lines became so stretched that they began to collapse, etc
TWO reasons why the British lost the war 2 + 2 = 4M

B. Sources F - France

- B (i) To establish the constitution of the kingdom/ To effect the regeneration of public order/ To maintain the true principles of monarchy
Any **ONE** reason 2M
- B (ii) Those who took the oath were pledging a point of no return for a better France/ They intended to establish the constitution of the new kingdom which would be a first step towards change/ They wanted to maintain the true principles of monarchy which implies that Louis had failed to do so/ The venue for the taking of the oath in Versailles itself shows these people to be against the King, etc
Any **ONE** reason 2M
- B (iii) Privileges of the nobility/ Grievances of the peasants/ Involvement in the American War of Independence/ Calling together of Estates-General/ Inspired by the ideas of the Enlightenment, etc
Any **TWO** valid reasons. 2 + 2 = 4M

- C. Mark the answer on SRS principle:
[Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

ONE account only

10 + 2 = 12M

**In the case of (a), each clearly stated and explained “cause” =1SRS. Accept “cause” under the following headings ONLY;
*Merely stated with no explanation max 1m***

- Inspired by the ideas of the Enlightenment.
- Unfair system of taxation.
- Lack of representation in the British parliament.
- The Boston Massacre.
- The Boston Tea Party.
- First Continental Congress.

**In the case of (b), each clearly stated and developed aspect of the Reign of Terror =1SRS. Accept Reign of Terror under the following headings ONLY;
*Merely stated with no explanation max 1m each***

- Setting up of Committee of Public Safety, reasons & people involved.
- The Law of Suspects/ Victims.
- The Law of Maximum/ Price Controls.
- Rebellions, e.g. in the Vendée.
- Methods of execution.
- End of the Terror.

**In the case of (c), each clearly stated and developed “consequences of the 1798 Rebellion” =1SRS.
Accept under the following headings ONLY;
*Merely stated with no explanation max 1m each***

- Level of bloodshed inspired some nationalist leaders to try constitutional means, e.g., Daniel O’Connell
- Large loss of life.
- Bitterness against the British.
- Act of Union, 1801.
- Divisions between Catholics and Protestants deepened.
- Inspired future rebellions in Ireland, e.g., Robert Emmet, the Easter Rising.

ONE account only

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6A EARLY CHRISTIAN IRELAND (30 marks)

- (i) Head monk in a monastery/ Maintains monastic discipline/ Punishes wrongdoers when necessary/ Presides at Divine Office, etc.
ONE valid role 2M
- (ii) Monastery building/ Monastic artworks (e.g. round towers, high crosses, illuminated MS) / Decline of paganism / Decline in the power of the druids/ Centres of education and learning, etc
Any **TWO** valid effects. 2 + 2 = 4M
- (iii) Glendalough + Kevin/ Clonmacnoise + Ciarán/ Ardmore + Declan/ Derry + Colmcille (also up to 30 monasteries elsewhere)/ Clonard + Finnian, etc.
Any **TWO** of the above 2 + 2 = 4M
- (iv) Mark the answer on SRS principle: [**Max CM = 8M Max OM = 2M**]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
- TWO** accounts to be written (8 + 2) x 2 = 20M

6 B PLANTATION IN IRELAND (30 marks)

- (i) A Gaelic lord surrendered his land (and swore loyalty) to the King who then returned (regranted) him his land under English law (with English title of Earl) 2M
- (ii) To stop attacks on the Pale/ To keep Ireland under control/ To pay soldiers or servants of the crown/ To spread Protestantism/ To prevent Ireland being used as a base from which to attack England, etc.
Any **TWO** reasons for plantations 2 + 2 = 4M
- (iii) **Bawn:** A walled enclosure. "Enclosure" = 1M.
The Pale: Area around Dublin under direct English rule/ Area around Dublin where English Laws and customs were to be found. Geographical area = 1M; 'Area under direct English control'/ 'Area where English laws and customs were practiced' = 1M.
Servitor: Civil servants/Army officers who received estates during the Ulster Plantation. "A person who received land" = 1M
- TWO** valid definitions. 2 + 2 = 4M
- (iv) Mark on SRS principle: [**Max CM = 8M Max OM = 2M**]
OM: 2M = very good / good; 1M = fair /poor; 0 mark = very poor

NB Marks are to be awarded only for clearly stated, valid consequences of plantations, be they short-term or long-term

TWO accounts to be written (8 + 2) x 2 = 20M

6 C POLITICAL DEVELOPMENTS IN 20th CENTURY IRELAND (30 marks)

(i) Confusion at planning stage/ Lack of weapons/ Lack of numbers/ Confined mainly to Dublin/ Strategy of taking central Dublin buildings and becoming a target, etc.
Any **ONE** reason for the military failure 2M

(ii) Sympathy for the executed Easter 1916 leaders/ Sinn Féin opposition to conscription/ Disenchantment with Irish Parliamentary Party/ The Irish people now wanted a Republic, etc.
TWO valid reasons. 2 + 2 = 4M

(iii) **The Squad:** A group of men who carried out killings on the orders of Michael Collins/ The “12 Apostles” who carried out killings/” A group of men who carried out killings”, alone = 1M.

Flying Columns: IRA units using hit and-run tactics / Groups of full-time IRA fighters. “Members of the IRA” = 1M

Auxiliaries: Former British army officers recruited to fight the rebels/ A division of the Police. “They fought against the IRA” = 1M

TWO terms explained 2 + 2 = 4M

(iv) Mark on SRS principle: [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

(a) Treat material up to, and including, the founding of the ITGWU as “background” i.e. 1 SRS max.

(c) Focus must be on “**achievements**”.

TWO accounts to be written (8 + 2) x 2 = 20M

6 D INTERNATIONAL RELATIONS IN THE 20th CENTURY (30 marks)

(i) They were blamed for the war/ Reparations/ Lost their colonies/ Demilitarisation of the Rhineland, etc.
Any **ONE** valid reason 2M

(ii) **The Phoney War:** (After the Nazi invasion of Poland), no major Allied/ German military operations took place (for eight months).
Operation Sealion: Codename for a German plan for land invasion of the UK (which was never put into action).
D-Day: the day of the Normandy landings/ initiating the Western Allied effort to liberate mainland Europe from Nazi occupation during World War II

Any **TWO** valid explanations. 2 + 2 = 4M

- (iii) Mark on SRS principle: [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

(a) Treat developments in World War II up to the Battle of Dunkirk as “background”, 1SRS max.

(b) Award 1 SRS max for reference to Battle of Britain.

(c) Treat “Operation Barbarossa” as background i.e. 1SRS max.

ONE account to be written 8 + 2 = 10M

- (iv) Candidates must choose from Topic 1 OR Topic 2 OR Topic 3 below:

MAXIMUM OF 1 SRS FOR CONSEQUENCES

Topic 1 - Rise of the Superpowers

- (i) Different political systems [communism & capitalism] / Stalin believed that Britain and the US delayed the D-Day landings so that the Soviet Union would suffer / The US refused to share the secrets of the atomic bomb with the Russians, etc.

Any **ONE** valid reason 2M

- (ii) An account of a **named** Cold War crisis between USA and USSR, 1945-1963

Berlin Blockade: Treat material up to, and including, the division of Berlin into 4 zones as “background”, i.e., 1 SRS max.

Do **NOT** accept Warsaw Pact or Berlin Wall as consequences of the Blockade.

Korean War: Treat material up to, and including, the division of Korea in 1945 as “background”, i.e., 1 SRS max.

Cuban Missile Crisis: treat material up to, and including, the Bay of Pigs invasion in 1961 as “background”, i.e., 1 SRS max.

Mark on SRS principle: [Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor 12M

Topic 2 - Moves towards European unity

- (i) Common market would boost economic growth of European nations/A desire to prevent another European war / Individual European countries could not compete with the two superpowers, etc.

Any **ONE** valid reason. 2M

- (ii) An account of events leading to greater European unity, 1973-1992
Treat events prior to 1973 as “background” 1 SRS max.

Mark on SRS principle: [Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor 12M

Topic 3 - African or Asian nationalism

(i) European countries gave in to vigorous independence campaigns in the former colonies/ It became easier to concede independence than to try to hold on/ The European countries had been weakened by the war, etc
Any **ONE** valid reason 2M

(ii) An account of the struggle for independence of a **named** African or Asian country since 1945

Treat events prior to 1945 as “background”, i.e., 1 SRS max.

Mark on SRS principle: [Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor 12M